DOCUMENT RESUME

ED 425 549 EC 305 683

AUTHOR	Field, Sharon; Hoffman, Alan
TITLE	Steps to Self-Determination: A Curriculum To Help Adolescents Learn To Achieve Their Goals. Instructor's Guide.
PUB DATE	1996-00-00
NOTE	244p.; For related documents, see EC 305 684 and EC 305 685.
AVAILABLE FROM	Pro-Ed, Inc., 8700 Shoal Creek Blvd., Austin, TX 78758-6897; Tel: 800-897-3202 (Toll-Free) ($49).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Adolescents; *Assertiveness; *Conflict Resolution; Curriculum Development; Curriculum Guides; *Disabilities; *Goal Orientation; Group Dynamics; Helping Relationship; Interpersonal Communication; Lesson Plans; Problem Solving; Secondary Education; *Self Determination; Skill Development

ABSTRACT

This curriculum guide is focused on helping secondary students with and without disabilities gain knowledge and skills that will allow them to increase their ability to achieve their goals in environments with varying levels of receptivity to the concept of self-determination. The curriculum is designed to be delivered over the course of one 55-minute orientation session, one 6-hour workshop session, and 16 topical sessions of approximately 55 minutes each. The guide includes an introductory section and detailed lesson plans for the orientation, workshop, and class sessions. The introduction includes information that will help teachers understand the overall goals and organization of the curriculum as well as factors that will help them to establish the classroom climate most conducive to curriculum success. Each lesson plan includes session objectives, preparation guidelines, materials and equipment needs, session overviews, detailed session content, overhead transparency masters, and participant handout masters. Approximate timelines also appear as a guide for each major activity. Topics of the sessions include identifying dreams, determining what is important, creating options for long-term goals, choosing short-term goals, steps to reaching goals, planning activities, barrier breaking, group problem-solving, assertive communication, negotiation, and conflict resolution. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****